

MIDCAREER COURSE NO. 11

COURSE REPORT

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MIDCAREER COURSE NO. 11

COURSE REPORT

General Observations

Midcareer Course No. 11 was enthusiastically endorsed by the participants. Although there were some disappointments, some soft spots in the schedule, and a few notably weak performances by speakers, the students' critiques reflected that the shortcomings were the more obvious because of the great impact achieved by the bulk of the course.

It was quite clear that the Midcareerists themselves measured up to the high average calibre of previous groups and that they derived considerable benefit from their association and work over the six weeks. This group was the most athletically inclined of any to date as their use of [REDACTED] facilities testified.

Their cohesiveness, obviously a direct result of time spent at [REDACTED] suffered to some extent when we moved into the Glebe Road portion of the course, but was reestablished once the Field Trip began and they were together for more than just a part of each day. This class more than any preceding one believed that the entire course should be held at [REDACTED] in order to achieve maximum effect.

The Managerial Grid, given at [REDACTED] this time, had an even more salutary effect on members of Course No. 11 than on the preceding class. The critiques indicated, among other things, that the students could not conceive of the Grid being conducted in Washington during the daytime only and having the effect which it clearly had in the [REDACTED] setting.

Phase II of the course went particularly well this time despite the necessity for cancelling a half-day and a night of work because of a serious snow storm. Of six Agency officers appearing for us for the first time, [REDACTED] Deputy Chief, [REDACTED] made the most favorable impression followed closely by

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Drexel Godfrey, Director of Current Intelligence. It was a great disappointment to everyone that none of the Deputy Directors was able to appear to answer the students' prepared questions during "Deputy Directors Day" at Headquarters. In each case, however, the Assistant Deputy Director kept the appointment.

The final phase of the course was much less effective than heretofore, primarily because we were unable to secure the services of eight speakers, each of whom would undoubtedly have added significantly to the program. In addition, two new speakers from the State Department were not particularly effective, two who have done well previously were unaccountably off form, and the rescheduling of two talks cancelled during Phase II served to lessen the desired unity of Phase III. In two cases, however, we were able to overcome criticisms by previous classes. These were the talks on Soviet and Chinese Military Capabilities. For Course No. 11 we replaced the former speakers from DIA with two Agency officers, [REDACTED] Imagery Analysis Staff, and [REDACTED] OSA/DDS&T, and these men were very well received by the Midcareerists. Our biggest coup by far was the acquisition of The Honorable Frank Pace, Jr., as our major speaker on the final day of the course. We are indebted to Mr. John Bross for his assistance in bringing this one off.

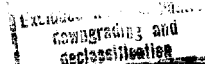
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The Field Trip to SAC Headquarters, the George C. Marshall Space Flight Center at Huntsville, and Cape Kennedy was highly successful. The day and a half at Huntsville proved to be too much for our purposes but the visit to Cape Kennedy was the best-organized of any we have made there to date. All hands were obviously impressed by the unexpected chance to see the test-firing of a Polaris Missile. Our friends at SAC Headquarters did their usual outstanding job for us and, except for a handful of students who felt overwhelmed by computers, the class was quite enthused over the day's work.

Last, but far from least, Midcareer Course No. 11 started and ended on the highest of notes. A most effective talk by Mr. Richard Helms during the Opening Session set the stage admirably

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for much of the subsequent coverage, and a thoroughly enjoyable session with Admiral Taylor brought the course to a close.

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Phase I - The Managerial Grid

I. Planned Changes from Prior Course

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Because there was some question concerning the availability of space in the Magazine Building, we decided to conduct the Grid at [REDACTED] beginning on Sunday afternoon and ending at noon on the following Friday. We also decided to release the students over the ensuing weekend and have them return to [REDACTED] on Monday to begin Phase II.

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II. Summary of Student Critiques

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A. The students were asked whether they would prefer having the Grid conducted at [REDACTED] as was done in this case, or at the Magazine Building either with or without night work. Thirty responses favored the [REDACTED] setting, one favored the Magazine Building, Monday through Saturday with no night work, and one, while opting for [REDACTED], suggested having the Grid as the third week of the course.

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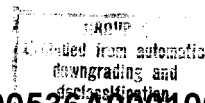
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B. The students were asked whether they would approve of having the Grid as the last week of the course at a location other than [REDACTED]. Twenty-seven students were convinced that the Grid should be Phase I and should be held at [REDACTED]. The reasons given were predominantly along the lines of a "setting of the stage" for the rest of the course, an atmosphere more conducive to full-time attention, and an invaluable opportunity to get to know the other students rather well at the outset. One student indicated a preference for having the Grid as the last week because he felt that the previous five weeks of association would lead to more

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significant insights during the Grid training. One student was uncertain but said [REDACTED] was the proper locale in any event. One student suggested putting the Grid on during the third week of the course as a "break" (sic), and one other student suggested a wholesale re-shuffling of course phases into a new format consisting of (1) Phase III - minus the field trip, (2) Phase I, (3) Phase II, and (4) the field trip.

- C. The students were asked what they considered to be the primary values of the Grid to them as individuals. The responses are included in Attachment A.

III. Staff Comment and Recommendation

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It is clear that the Grid is a major success as part of the Midcareer Course. It is not surprising that the members of Course No. 11 expressed preference for having the Grid at [REDACTED]. As was the case with members of Course No. 10, we asked them to compare something which they had experienced with something they had not experienced. In both cases, the preference was for that which had been experienced, and by an overwhelming margin. All other reactions from Course No. 11 were very close to those from Course No. 10. We plan to conduct the Grid at [REDACTED] for Course No. 12.

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COMMENTS

ON

VALUES OF THE MANAGERIAL GRID

1. O/DCI Midcareerist

"The grid is of great value as a managerial tool. It presents alternative theories of management and organizes systematically random functions present but not recognized by the average person."

2. DDP Midcareerists

"It gave me a more precise view of how I deal with people and my approach to problem solving. I had a chance to compare my way of doing things with several other DDP officers and better identify my strengths and weaknesses."

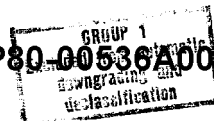
"Not necessarily in this order:

1. See myself as others see me.
2. Identifying the position of management in the Agency.
3. Working directly with people of equal ability from other components.
4. Component communication."

"The Managerial Grid gave me a more sophisticated outlook on the whole problem of management thus enabling me better to understand both my own and the performance of others. Most specifically it provided me vocabulary and a frame of reference for discussing managerial problems. I think the team effort by itself was beneficial."

"Better understanding of what I had been facing on daily basis but hadn't actually realized. I was surprised at my personal situation and attitude and gratified to find my fellow members were a competent, sincere group."

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"The value to me was exactly as stated in the course objective - to stimulate thinking with regard to management and provide somewhat of a foundation in order to better understand managerial behavior and practices."

"Having another opportunity to see myself more clearly as a manager/supervisor. I do not feel that the approach advanced in the Grid philosophy has a high applicability to DDP work; hence the formal 'lessons' of the Grid were of less interest and value to me than the 'know-yourself' aspect."

"I found the Managerial Grid to be very valuable and illuminating in giving me an insight into my own style and ideas into improving it."

"It caused me to devote some systematic thought to the way in which I try to manage. Moreover, it provided some managerial concepts and theory that, while possibly not universally true or applicable, I still believe I can usefully apply. Overall, I believe this segment of the course will cause me to devote far more attention to my managerial and supervisory efforts than I would have otherwise. I believe I'll do a significantly better job as a result."

"I probably learned almost as much from the first 7 (?) chapters of the book as from the course, but then would never have read the book if were not for the course. Feel I have increased my own managerial skills as result of the course, although not sure just how much benefit this will be in 9.1 environment in which I willingly work."

"It broadened and stimulated my thinking about managerial matters and provided a means to analyze managerial matters in a scientific manner. It revealed my weaknesses in this area and provided a system for analyzing these and taking corrective action. Perhaps the greatest single value of the MG was noting the importance of communication in carrying out almost any kind of job. In coping with future problems I will have a new frame of reference which I believe will enable me to perform my job in a more effective manner."

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"Made me look at management problems in an organized and intelligible way for the first time in my career. Not only was I made aware of the problem as a whole, but was presented with possible methods for solution at the same time. It certainly increased my awareness of possibilities for problem solving in a group situation - and increased, I feel, my capability to contribute to this process."

"Basically it was of value because this was my first exposure to any type of management training. Its primary value probably is in the fact that it gives you a common vocabulary to describe people. If this could become the common value of the Agency it would be of great value in connection with fitness reports, etc."

"Insights on how others react to various managerial situations."

"While I came to have a higher opinion of the grid theory than I had at the beginning, I do not believe that it can contribute significantly to my work situation or any which lacks the aspect of managing a significant group of people. The knowledge of the vocabulary will probably be of some use."

3. DDI Midcareerists

"It was the first time anyone demonstrated to me that collective judgement is usually better than that of the best individual, a proposition I would previously have challenged strongly. My respect for the Agency and its leadership was enhanced by the fact that they are encouraging the application of this managerial approach."

"1. A better view of myself through the eyes of my peers in management/supervision abilities.

2. Better appreciation for the other fellow's point of view.

3. Increased organizational effectiveness.

4. Added knowledge in being exposed to a cross-section of this Agency's managerial behavior."

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"My familiarization with the team concept gained in the Grid sessions was the primary value for me. I'm not certain that I didn't get an equally valuable introduction to the team method by taking the OTR Management Course. I did not feel that I got any new insights into my own management style from discussions with other team members or the critique session towards the end of the course. In other words my own evaluation of my grid style corresponded to that described by the team. The text and the testing materials, however, were valuable in clarifying problems of management and any familiarization with an orderly process for approaching problems can only be beneficial."

"1. It helped me make a more objective evaluation of my own managerial ability as well as style.

2. It brought certain managerial concepts into sharper focus."

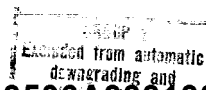
"The opportunity for a critical self analysis of managerial attitudes. A better understanding of management problems and the importance of the combined approach to problems. The Grid was considered a real highlight in the course."

"The Grid was my first exposure to any management training and all concepts were entirely new to me. It's primary value to me was its presentation of various approaches to management and the consequences of these various styles. Overall, the grid has provided me with some good ideas for improving my own supervision techniques. In addition, the grid will help me to understand my own supervisor, and the people who work under me."

4. DDS Midcareerists

"I feel that my problem solving techniques have been put back in proper perspective. Where I had a tendency to more or less subject others to my decisions without prior consultations, I now will elicit the advice of others in order to arrive at better work related solutions than heretofore.

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It gave me a chance to stop and look at my management techniques objectively and to have others do the same."

"Exposure to and recognition of managerial concepts in a new frame of reference. The opportunity to discuss different ideas, approaches and concepts with others, recognition that most often, no school solution to managerial problems exists, but that solutions of varying degrees of desirability exist."

"The use of a new tool to improve communications on management topics and hopefully this will lead to a better understanding of how to get the jobs done."

"The assessment of my group members was enlightening. It was quite frank and, in my opinion, an accurate appraisal. The weaknesses noted were correctable and should provide me with proper incentive. In comparing my work with those of others in my group, I came to realize that my contributions were valuable and helpful in arriving at team solution. I realized the importance of organizing the team and directing its efforts effectively. The role of chairman, or spokesman, took on added importance because one could see different results as different approaches were tried. I gained confidence in my judgment and, unless otherwise suffocated by a 9.1 boss, will be a little more stubborn about my ideas."

"1. Afforded me an excellent opportunity to, evaluate my own managerial style and the styles of others.

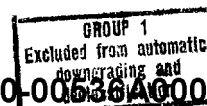
2. Having other people evaluate your grid style which can be a real 'eye-opener'.

3. Stimulated my thoughts on management techniques, problems and problem solving."

"The Grid provides a frame of reference for self-evaluation and criteria for conducting supervisory and personal relationship that is not approached in courses taken in the usual college curriculum."

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"The primary value to me was to expose and direct my thinking toward managerial problems, situations and directions. The long term value appears to have stimulated my career thinking toward good management principles. In this respect I do not imply managerial aspirations on my part, but rather an awareness of good, sound management techniques, which can be assisted by all employees on all levels, to promote better team work, decision-making, and efficiency."

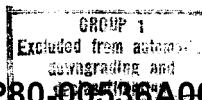
5. DDS&T Midcareerists

- "1. Analysis of my own managerial style achieved.
2. Became aware of the fact that better methods of managing exist and learned how to develop them.
3. Learned problems and techniques of group dynamics in 9.9 managing.
4. Able now to evaluate styles of others and understand how to work better with others."

"Getting a picture of myself as the other guys see me - an invaluable summary for critical self-analysis as a basis for possible future self-improvement."

"I feel I gained a good view of myself as a manager, both from the self-analysis and the team analysis. It will also permit me to more systematically and clinically view the managerial styles of others. It should enable me, if not immediately, to diagnose my managerial weaknesses and take corrective steps over the years. It provided me with more adequate frames of references in discussing management problems."

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MIDCAREER COURSE NO. 11

COURSE REPORT

Phase II - The Agency and The Intelligence Community

I. Planned Changes from Prior Course

A. Revision of First Day's Schedule

Three factors combined to force a change in our usual program for the first day of Phase II. First, having permitted the students to return to Washington over the weekend between the Grid and Phase II, we had to allow travel time on Monday morning to get them back to [REDACTED]. As the [REDACTED] was unavailable, two trips had to be scheduled for the [REDACTED] and, although the timing was almost perfect and everyone was ready for business by 10:00 A.M., we could not afford to assume beforehand that such would be the case. Second, it was necessary to allow about an hour and a half on Monday morning to complete the briefing on organizational and administrative aspects of Phase II and to conduct the Student Introductions. These and other matters were disposed of heretofore on Sunday night. Third, [REDACTED] was unable to speak this time and there was no substitute available. With these factors in mind, we did not begin the substantive coverage until 1:00 P.M. Messrs. [REDACTED] and Houston shared the afternoon and remained overnight as usual.

B. Speakers, Topics, and Sequence

1. Agency Section

- a. As John Bross was on TDY, [REDACTED] could not leave Washington. Tom recommended

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against trying to get someone else to handle the NIPE coverage, so we agreed to omit it from the schedule for Course No. 11.

- b. Sherman Kent was able to appear for us this time but could not arrange to remain for the evening session.
- c. Drexel Godfrey agreed to handle the OCI presentation for this course and to remain for the evening's informal discussion.

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- d. [REDACTED] accepted our invitation to discuss ORR but, unfortunately, had to send a substitute at the last minute.

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- e. As most past classes had recommended having the NPIC speaker remain for an evening session, we made this arrangement. Art Lundahl could not accommodate us, but [REDACTED] was able to spend the additional time at [REDACTED]

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- f. We attempted a new arrangement for Wednesday night of the first week. [REDACTED] gave his usual talk on OCR from 7:30 - 8:30 P.M. in the classroom. We then adjourned to [REDACTED] for an informal session with all of the day's speakers: [REDACTED]

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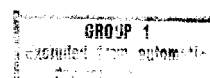
Al- though the controlled portion of the evening lasted until rather late -- 11:00 P.M. -- there were still some students engaging the guests in conversation at half-past twelve in the morning.

- g. We relocated [REDACTED] from his customary Wednesday night on the schedule to an 8:00 A.M. spot on Thursday morning. Tom drove to [REDACTED] on Wednesday evening and

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listened to [REDACTED] talk as well as the subsequent informal session.

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- h. We discovered that both the Midcareer Course and the Clandestine Services Review were planning to have [REDACTED] as a speaker on the same day. After both courses rearranged their day's schedule, Jim was able to talk to the CSR at Headquarters in the morning and then drive to [REDACTED] in time for a 3:00 P. M. presentation to the Midcareer Course.

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- i. [REDACTED] appeared before the Midcareer Course for the first time.

- j. As a result of the striking improvement in the TSD presentation for Course No. 10, and after several discussions with [REDACTED]

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[REDACTED] we experimented with a two-hour "county fair" display of and briefing on TSD hardware following the basic TSD coverage. The entire show was scheduled for Saturday, with the two-hour initial presentation late in the afternoon and the "county fair" in the evening after dinner. An informal session at [REDACTED] followed, and the day's work came to an end at 11:00 P. M.

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- k. The coverage of [REDACTED] was handled by the new Chief, [REDACTED] who originally planned to stay for the evening session but ultimately was unable to do so.

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- l. We were fortunate to be able to get [REDACTED] back on our schedule despite his current pre-occupation with advanced studies.

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- m. We invited [REDACTED] at any time convenient for him in order to get the "flavor" of Midcareer Course activities.

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He elected to visit us over the weekend and arrived in time for dinner on Saturday. He observed the TSD coverage on Saturday night and offered to respond on Sunday afternoon to any student questions on any topic of interest. We accepted his offer and scheduled an informal session for Sunday.

- n. The Optional Base Tour, which was reasonably well-attended despite bad weather on Saturday in Course No. 10, was arranged for early Sunday afternoon inasmuch as other activities occupied all of Saturday in Course No. 11.
- o. Our experiment with a revised format for DDS&T coverage in Course No. 10 did not work out well, so we returned to the well-tested program of basic coverage by Carl Duckett and an evening session in which a number of other DDS&T officers participated.
- p. After discussions with Mr. Bannerman and [REDACTED] we agreed that the talk on "Administrative Relationships with other Agencies" had outlived its usefulness, so it was permanently dropped. 25X1A
- q. As John Clarke was unavailable to give his usual talk on the final day at [REDACTED] we accepted his suggestion that [REDACTED] substitute for him. 25X1A

2. Intelligence Community Section

- a. [REDACTED] Assistant Chief of Staff for Plans and Programs, DIA, appeared before the Midcareer Course for the first time to discuss the Defense Intelligence Agency. 25X1A

- b. After a number of conversations with Pat Coyne, it became apparent that there were too many uncertainties in his schedule to permit him to settle on a date for his talk to us. We agreed to omit the PFIAB presentation for this course.
- c. At the suggestion of our friends at NSA, we scheduled a 7:45 A.M. bus departure from Headquarters so as to allow a somewhat more relaxed schedule for our day at NSA.

C. Night Work

During the period spent at [REDACTED] the pattern of night work changed very little in comparison with Course No. 10.

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<u>Activity</u>	<u>Nights</u>		<u>Course #11 Actual</u>
	<u>Course #10</u>	<u>Course #11 Planned</u>	
Informal discussion with guest speakers	6	6	5***
Formal presentations plus informal discussion	1	1	1
Demonstration plus informal discussion	0	1*	1
Individual Presentations	2	0	0
Group Meetings	1	1	1
Free Time	1	2**	3

*Saturday

** Friday and Sunday

*** Snow forced cancellation of one evening session which then became Free Time

D. Student/Guest Luncheons

Because space is limited in the Mess Hall's "Executive Dining Room", we had the guests and designated students meet informally at [REDACTED] prior to lunch and proceed

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later to the Mess Hall. We also changed the previous basic scheme so that this time the students and guests were from different offices.

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E. [REDACTED] Duty

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We continued the plan of drawing up a duty roster to ensure the presence of four or five students at [REDACTED] during the late afternoon Free Period. For Course No. 11 we assigned the duty each day to students from the same offices as the guests insofar as possible.

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II. Significant Developments

A. Agency Section

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1. [REDACTED] was confronted with pressing requirements in Washington, so was compelled to send a substitute, [REDACTED], Chief of the Military-Economic Division of ORR. This was Mr. [REDACTED] first appearance before a Midcareer Group.

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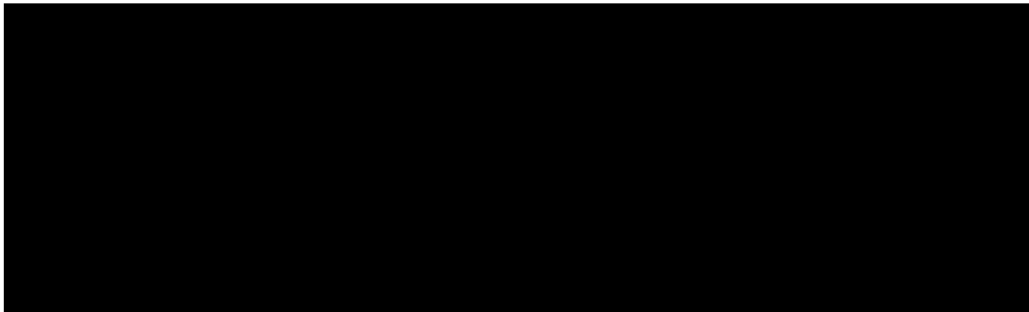
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3. The snow storm prevented both Howard Osborn and John Tietjen from giving their usual talks at [REDACTED]. We were able to get them into the schedule during Part III of the course, however. Fortunately for us, [REDACTED] on Sunday, so was present to give his talk as scheduled despite the storm. We spent Tuesday afternoon in part by showing a movie, and in part by advancing the schedule of Individual Presentations so as to have three of these during the latter part of the day. Tuesday night was declared Free Time.

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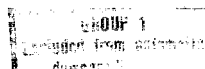
4. [REDACTED] drew a TDY to the Far East after agreeing to speak for us, so we accepted as a substitute Mr. [REDACTED] who used to give the Logistic's talk for us prior to his PCS to [REDACTED] is back in Washington as Chief, Planning Staff, OL.

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5. The Base Tour on Sunday drew a 50 per cent turnout. Thanks once again to [REDACTED], who not only made arrangements for us to visit a variety

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of sites but also drove the bus and served as "spieler", the tour was of great interest to the participants.

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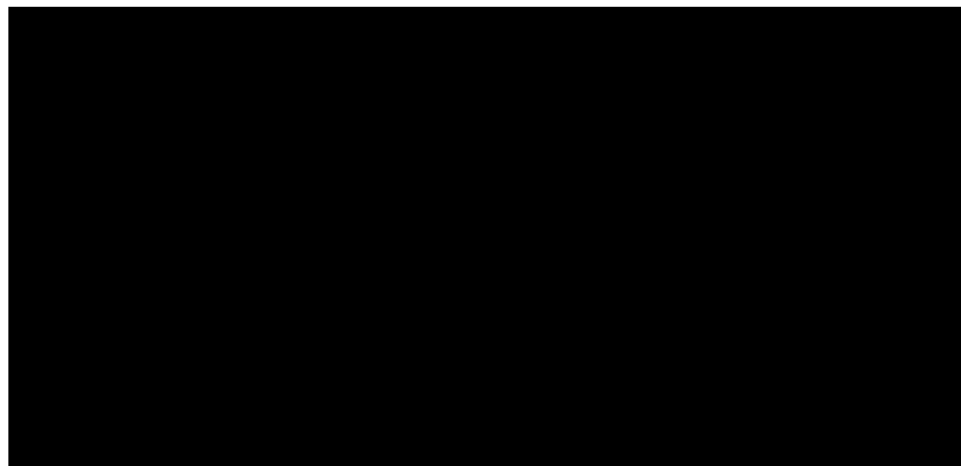
6. [REDACTED] "ad hoc" informal session on Sunday afternoon after the bus tour lasted for about an hour and a half. The audience varied in number from a high of 18 at one point to a low of seven just before we broke up to go to dinner. Interestingly enough, the DDP students made up only about half of the group at any given moment.

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7. The informal session involving [REDACTED] and [REDACTED] was a rouser. After the 9:30 P. M. cutoff, virtually everyone stayed to discuss matters further. The only thing that stopped the session at 10:30 P. M. was the broadcast of the Clay-Terrell fight which the guests and a large number of students wanted to hear.

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9. We came a cropper in our attempt to have all of the Deputy Directors appear to answer questions at Headquarters. For a number of reasons, not a single Deputy Director was able to keep his commitment to speak. The DDP was represented by [REDACTED] the DDI by Edward Proctor; the DDS by [REDACTED] and the Acting DDS&T

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by Donald Chamberlain. This was the first time that we have failed so thoroughly.

B. Intelligence Community Section

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On the day of our visit to NSA, General Carter was in the hospital and [REDACTED], who usually gives the talk on the history and responsibilities of NSA, was at home with the flu. Dr. Louis Tordella, Deputy Director, NSA, welcomed our group, and Mr. [REDACTED]

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III. Summary of Critiques

A. Overall Impact of Phase II

See Attachment A. Written comments by students have been edited to remove observations summarized elsewhere in this report.

B. Marginal Items

No presentation was considered marginal by a significant number of students. There were four students who thought that the talks by Messrs. [REDACTED] were too basic and would have been more useful if delivered by a recently returned Chief of Station. Mr.

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[REDACTED] (one hour) was considered too long by four persons, although there was no indication that the topic per se should be discontinued. In a similar category were most of the talks on the Support Services, with four or five students stating that too much time was allotted for the amount of useful information imparted. Finally, four students reacted adversely to [REDACTED] presentation because some of the substance was a repetition of material already covered.

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C. Individual Presentations

As usual, these were regarded as an indispensable part of the course. One student, while agreeing that the presentations were valuable, felt that many students tended to talk too long or to discuss office organization more than was necessary.

D. Guest Speaker Presentations

1. The Agency and The Intelligence Community - [REDACTED]

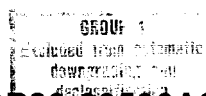
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Virtually all of the students thought Mr. [REDACTED] presentation was extremely worthwhile. Twenty-six

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rated it from "good" to "excellent", with one citing the appropriateness of focussing on problems and issues within the intelligence community. Two students considered this an ideal initial presentation which "set the backdrop for the rest of the course". Several of the students noted that the speaker was knowledgeable about all of the directorates, articulate, candid, and "a real pro" whose message "came across". The two adverse criticisms were to the effect that the presentation was long, rambling and in need of organization and that his views were too broad to be of practical value.

2. The Role of the General Counsel - Lawrence Houston

Three-fourths of the students rated Mr. Houston's anecdotal treatment of the legal history of the Agency from "good" to "excellent". Nine of the students specifically commented upon the clever and interesting manner in which he used legal cases to make his points effectively. Four students indicated the subject matter was especially interesting because it concerned a little known Agency element. The few adverse comments on the substance of the talk, took the form of suggestions that some discussion was needed of legal cases lost, of the structure of OCC itself, and of how OGC handles employee's cases. About a third of the class felt that Mr. Houston's delivery was in need of improvement.

3. The Production of National Intelligence Estimates - Sherman Kent

Practically everyone thought that Mr. Kent did an excellent job in handling his topic. Three students felt that it was an outstanding presentation in which the speaker "went to the heart of the matter" and afforded the group an excellent understanding of the ONE/Intelligence Community relationships.

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Comments included terms such as: "stimulating speaker", "plenty of zip", "refreshing manner", "dynamic" and "positive approach". Two students wondered why the speaker, who obviously felt that the NIE's were important to policy makers, seemed to hedge and generalize concerning the actual value of NIE's.

4. The Agency's Current Intelligence Role - E. Drexel Godfrey

This was Mr. Godfrey's first appearance before a Midcareer Course as Director of OCI. All but six of the students were complimentary in their comments on his well-prepared presentation. Twenty-four critiques used terms such as "excellent", "very good", "informative", "thorough coverage" and "good". Those in disagreement thought the presentation lacked color and could have used a current reporting situation (e.g., China) to put mission and functions across in a more stimulating fashion.

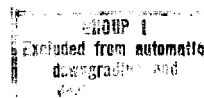
5. Developments in Economic Intelligence - [REDACTED]

25X1A

25X1A

Sixteen of the students felt that Mr. [REDACTED] made an interesting and informative, if rather dull or dry, presentation on ORR. The remainder of the group commented that, as substitute speaker, he tended to limit his speech to his own area and that while he probably knew his subject matter, he made a poor formal platform appearance. However, eight of the students commented that he redeemed himself at the informal evening session where his adeptness at face-to-face confrontation was recognized.

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6. [REDACTED]

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The class was almost unanimous in describing Mr. [REDACTED]'s presentation in terms such as "excellent", "very good" and "informative". While the consensus was that the coverage was interesting, well-organized, clear, and to-the-point, three students felt that the subject matter itself was pedestrian, and six thought that Mr. [REDACTED]'s delivery was lifeless. Four students, as reported in P III B above, considered this presentation of marginal value because too much time was devoted to it.

25X1A

7. The Role of the Domestic Contact Service - James R. Murphy

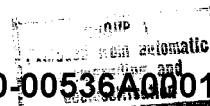
Twenty-five of the thirty students who commented on this presentation described it in terms of "excellent", "very good", "good", "informative", "well-done", and "a really fine talk". The five students who commented negatively felt that the speaker was "defensive" or had a flat, unenthusiastic delivery. One of these students, however, claimed to have acquired some useful information despite the deficiencies in the talk.

8. Developments in Photographic Intelligence - Captain [REDACTED]

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25X1A

One of the students commented, [REDACTED] is almost on a par with his boss as a speaker" and the rest of the critiques bore this out. Two-thirds of the class rated this presentation in terms such as "one of the best presentations", "3-star performance", "outstanding", "a highlight", "polished, professional briefing", "highly efficient, businesslike performance of very good quality." Two members of the class were content to observe, "The usual good show by NPIC".

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25X1A

9. The Functions of the Office of Central Reference -
[REDACTED]

25X1A

Twelve students cited Mr. [REDACTED] as an articulate and dynamic speaker, and half of the class rated the presentation as "excellent", "fine", or "very good". At least one-quarter of the class felt that the talk suffered from over-application of high pressure salesmanship, while another twenty-five per cent believed that the style of delivery brought to life an essentially dull subject. Typical extremes in student reactions were the following: "Insulting talk full of cliches and polemics", and "Probably the best speaker we had". The reactions of the class ran the gamut on this presentation.

10. The Clandestine Services - [REDACTED] 25X1A

25X1A

There was practically unanimous agreement that Mr. [REDACTED] presentation was top notch. Five students rated it variously as "one of the best presentations made by a senior DDP official", "one of his best" and "one of the best in the course". Two others ranked it as "outstanding", while ten considered it "excellent", "terrific", and "tremendous". With one exception, the rest of the students thought it was a very thoughtful, informative, straight-forward presentation. The one dissenter felt that while Mr. [REDACTED] was not particularly inspiring at [REDACTED] he was very candid and enlightening at Headquarters. The critiques were liberally sprinkled with terms such as "impressive", "forthright", "informative", "candid", and "sincere", and one student said, "He told us where we are and where we are going".

25X1A

11. Field Station Activities - [REDACTED] 25X1A

About three-quarters of the class were favorably impressed with this presentation. One student described it as a "vital part of the course". Other comments included "tremendous presentation",

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"sophisticated and imaginative", "interesting and useful talk", "informative and well presented". Among the five students who reacted differently, two cited the "low key, casual, delivery and lack of strong voice dynamics", while the others commented on the speaker's limited frame of reference and the need for updating the material. The identification of this talk as a marginal item for the course came from this latter group of five students.

12. Agent Operations - [REDACTED] 25X1A

About two-thirds of the class felt that this was a dynamic presentation made thoroughly enjoyable by a provocative, informative, and entertaining speaker. Five students thought that the talk was geared to too basic a level for Midcareerists, particularly those from the Clandestine Services. A few others were of the opinion that histrionics served to conceal a lack of substance.

13. The Management of an Area Division - [REDACTED] 25X1A

25X1A

All of the students commented on Mr. [REDACTED]'s talk, with half of them rating it as "very good" or "excellent", and the rest viewing it as well worthwhile. Two students indicated that this was "a substantial contribution to the course", while several others noted that although the coverage was comprehensive, the style was dry and unimaginative.

14. [REDACTED] 25X1A

25X1A

In his first appearance before a Midcareer Course Mr. [REDACTED] was highly regarded by the students. The critiques were replete with comments such as "outstanding", "one of the best", "great", "stimulating", "first rate", and so on. Both the substance of the talk and the style of his delivery were

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noted with approbation. The single adverse comment registered disapproval of his "selling" o [REDACTED]

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15. [REDACTED]

25X1A

All but three of the students heartily approved of this presentation. Eight of the critiques put it in the "excellent" category, and the balance of the class, except for the dissenters, found the talk highly informative and delivered in a interesting fashion. One student got the point clearly, for his comment read, "I liked the way he related the DDP tasks to other Agency elements". Another student missed the point entirely, commenting "The speaker was too limited to one operation. Surely all CA operations are not successful; let's talk about some failures and the reasons for them". Of passing interest are the following two observations: "I have heard this twice before; it is not very revealing" and "This is the second time I have heard it, but it did not suffer by repetition".

17. Case History - [REDACTED]

25X1A

25X1A

Without exception, the Midcareerists rated George [REDACTED]'s performance extremely highly. Ten of the eleven students who considered him an outstanding speaker also thought that the topic was one of the outstanding ones of the course. Eight students rated him "excellent" and the other thirteen found the talk "fascinating", "very good", "interesting", or "good". One student's remarks probably represent the class's opinion: "A born raconteur. A thoroughly enjoyable listening experience. He skillfully drew the story from beginning to end and expertly identified himself with the situation".

18. Demonstrations and Discussion - [REDACTED]

25X1A

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Most of the students did not distinguish between the formal presentation by [REDACTED] and the subsequent "county fair" which was handled by other officers. Of those who commented specifically on the lecture, all but one were highly complimentary. The lone dissenter said, "Not a particularly good speaker but good in answering questions." Two-thirds of the class enthusiastically endorsed the total TSD contribution, and only two students reacted negatively to the "county fair", one believing that it was "overdone" and the other objecting to what he felt was "too much hard sell". Two of the most laudatory comments were "One of the highlights of the course because of direct-exposure to and ability to get answers to questions on TSD hardware and techniques" and "[REDACTED] talk on TSD was one of the most informative given. The demonstrations by the staff were also well done".

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25X1A

19.

[REDACTED]

25X1A

25X1A

[REDACTED]'s initial appearance before the Mid-career Course left something to be desired. Ten students described the talk as "good", "adequate", "fair", or "competent", but the rest found it dull, confusing, disorganized, or ineffective. Quite a few of the Midcareerists ventured the opinion, in essence, that Mr. [REDACTED] was too new to his job to put on a thoroughly creditable performance.

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25X1A

20. Target: USSR - [REDACTED]

Twenty-two of the twenty-nine critiques on this talk reflected highly favorable impressions. One student described the presentation as "one of the highlights of Phase II" and nine others rated it as "excellent". One student commented, "A solid, thoughtful run-down . . . the right balance between operations and principles". The consensus was that this was an

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informative talk by an articulate speaker. The few unfavorable comments cited a dry, "canned", overly-detailed coverage.

21. Target: China - [REDACTED]

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The critiques indicated that Mr. [REDACTED] came through "loud and clear" to this group. All of the comments were extremely favorable and seven of them described the presentation as either "out-standing" or "one of the best in Phase II." The speaker's knowledgeability was praised along with his expressive delivery, personable platform presence, and candid approach. There were no suggestions for improvement.

25X1A

22. Personnel Management - [REDACTED]

25X1A

One comment to the effect that the writer was "happily surprised that Personnel could be an interesting subject" reflected the group's reaction to Mr. [REDACTED]. Twenty-three critiques cited his presentation as "excellent", "high quality" or "good". One student felt that this was "perhaps the best arranged presentation". The majority thought that Mr. [REDACTED] was not only a very articulate speaker but also candid and humorous. The limited number of adverse comments showed no particular pattern, but pinpointed a few deficiencies such as overemphasis on retirement, an excessive amount of statistics, and too many charts and graphs.

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23. Logistical Support of Agency Activities - William [REDACTED]

25X1A

As one student put it, this was "A comprehensive and interesting treatment of a normally dull subject". As a whole, the class agreed. Fifteen students described Mr. [REDACTED]'s presentation in terms equating to either "excellent" or "good". Seventeen persons

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thought the subject matter was "dull".

24. Financial Management - Robert Fuchs

Nineteen of the students described Mr. Fuch's presentation in terms varying from "good" to "excellent", with one student citing it as a "clear, intelligent, imaginative, and philosophical presentation". Although eleven students considered the subject matter "normally dull", they thought that the speaker had done a good job. Several also commented on the excellent quality of the graphics used, with one person indicating that he thought they were "the best in Phase II". The most critical observation was to the effect that this was "a pretty deadly subject, neither very interesting nor very well done".

25. The Role of Science and Technology in CIA - Carl Duckett

Thirty of the thirty-two students rated this presentation in a highly praiseworthy manner. Of the seven who thought it was outstanding, five listed it as "best of the course", with one proclaiming it "by far the most outstanding presentation from the standpoint of content, organization, presentation, and level of interest." Ten students felt it was "excellent", "terrific", "dynamic" or a "very fine presentation". Only two students rated it less than "good". Their descriptions were, "not particularly inspiring" and "basically a fundamentally fraudulent presentation with the real purpose not to inform or to persuade but to snow one".

26. The Nature and Scope of Training Support - John Richardson

Twenty-three of the thirty students who commented upon this presentation rated it from "good" to "excellent". One student described it as an

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"excellent account of current Agency training philosophy, with an interesting summary of the past, present and future roles of training". Several thought that the speaker was effective in straightforwardly presenting interesting and informative material but would have been more so if the low-keyed base were raised and some color added.

25X1A 27. Developments in Technical Communications - John
[REDACTED]

25X1A This was one of the few presentations considered less than satisfactory. Half of the students reacted unfavorably to both topic and speaker with three critiques indicating that this was the poorest segment of the course. Over a third of the class rated Mr. [REDACTED] as a poor speaker. In essence, the rest of the group found the material dull, dry, or too detailed. Recognizing that the speaker knew the subject matter thoroughly, several recommended that the lecture be streamlined; some of the duplicated slides be eliminated, and time on agent communications equipment be extended so that the students could have more opportunity to become familiar with it.

25X1A 28. Planning and Programming in CIA: Scope and Depth -
[REDACTED]

25X1A Mr. [REDACTED] who was appearing for the Midcareerists for the first time, did a creditable job of substituting for John Clarke. Eighteen of the critiques rated this presentation from "excellent" to "good", with one person commenting, "One of the most striking and thorough reviews I have ever heard. A superb general overview which wrapped up Phase II perfectly, giving not only a welcome recap but a structure to all that had gone on before". Seven students rated the presentation from "fair" to "marginal", indicating that much of the material had been presented

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by earlier speakers; that some of the details could have been cut, and that greater concentration could have been focussed on several of the major points.

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29. The United States Intelligence Board: Its Work and Problems - [REDACTED]

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Of the twenty-four students who commented upon Mr. [REDACTED] presentation, twenty were favorably impressed with both the topic and speaker. Those who were not found the talk either "dry", "uninspiring" or "inadequate because it provided no new insights". The majority of the class thought that the speaker provided interesting and informative coverage of a little-known organization.

30. The Bureau of Intelligence and Research - Allan Evans

The reaction of the preponderance of the students to Mr. Evans' presentation was, as usual, extremely favorable. Twenty-three of the critiques assessed the talk as "excellent" or "good" with one student considering that the speaker "rated with Kent--among the best". Almost unanimously, the students thought that Mr. Evans was a witty, lively, erudite, and candid speaker who gave a sharp, comprehensive presentation. Two students who reacted differently thought that the presentation was "not very informative" and "a little vague on I&R organizational structure and relationships" but that the speaker was entertaining.

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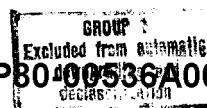
31. The Defense Intelligence Agency - [REDACTED]

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Two-thirds of those commenting on [REDACTED] presentation thought that he did a good job of delivering a well-organized and well-prepared talk. The visual aids were cited as excellent. The balance of

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the reactions were along lines indicating that this was a routine, somewhat stilted, military type of briefing.

E. Visit to National Security Agency

The consensus was that the visit to and tour of the National Security Agency was very enlightening and worthwhile. It was noted that the presentations were extremely well-organized and interesting and afforded the group an excellent overview of an Agency which many had never realized was large and controlled a number of important, major programs. As usual, NSA packed a lot into the schedule. Consequently, some students reacted to "hurried tours" and an overly lengthy "air control" demonstration. In addition, a few students thought that greater emphasis should be placed on NSA/CIA relationships and less on NSA/DOD.

F. Visit to Signal Center and Operations Center

The group considered that these tours provided valuable information and offered an excellent exposure to interesting Agency operations. Several students felt that more time should be allotted to the tours. On the negative side, one student thought that the visit to the Signal Center had only limited use and could be omitted from the course.

G. Meetings with the Deputy Directors

The class, to a man, was unhappy that not a single Deputy Director could appear as scheduled. Their substitutes, however, were all considered to be extremely candid and were well received. While the Midcareerists thought that this feature of the course should be continued, they noted that a more informal session, along the lines of the evening discussions at [REDACTED] might be more appropriate and productive. Mr. [REDACTED] made the most favorable impression and Mr. [REDACTED] was a close second.

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IV. Staff Comment and Recommendations

A. Agency Section

1. On those occasions when we conduct the Managerial Grid at [REDACTED] and release the students over the weekend we will probably be able to handle our usual three talks (C [REDACTED] and Houston) plus an Organizational Meeting on Monday, the first day of Phase II. It will make for a very tight schedule and if there are significant delays in transportation we may have to postpone one of the formal talks until after dinner. Essentially, however, the situation is manageable.

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2. [REDACTED] did not enhance the reputation of ORR. However, he was a last minute substitute and had not previously spoken to a Midcareer Course. He was well aware that he made a poor impression in the classroom and, in fact, delivered rather well on his promise to do a much better job during the evening session. Bill Morell and [REDACTED] are still the outstanding performers in the ORR stable and we will continue to press for one or the other.

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3. The experimental evening session with the speakers from [REDACTED], NPIC, and OCR went rather well despite the heterogeneity of substance involved, but we do not believe we can afford this particular session for every course. To include it means that either we must ask [REDACTED] to speak at 8:00 A. M. the following morning or we must redesign our present Clandestine Services coverage somewhat. The latter alternative is not particularly attractive because the current sequence of CS topics and the speakers involved combine to make a rather effective first day and night for CS substance. For the next course we plan to omit this DDI-type evening session.

4. We feel that [REDACTED] did the best job he

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has ever done for us. For the next course we plan to invite him to return to his usual Wednesday night spot on the schedule. (c.f. P 3 immediately above.)

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5. In view of P's 3 and 4 above we will have to ask [REDACTED] to undertake an 8:00 A.M. lecture on Wednesday. He did this once before, without strenuous objection and will probably be willing to do so again.

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6. The TSD show was a good one. Understandably, [REDACTED] and Company prefer not having to appear on Saturday every time the course is run. For Course No. 12 we plan to schedule TSD on Friday.

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7. The possibility has been discussed of moving the Chiefs of Station Seminar to [REDACTED] for several days in April to take advantage of speakers who will already be at [REDACTED] for the Midcareer Course. At the moment it seems that such a step would be quite fruitful for the period of Friday, 21 April through Monday, 24 April. Our speakers planned for Friday and Monday have been polled and think that the idea is a good one. [REDACTED] has agreed to go to [REDACTED] over the weekend and DTR has expressed interest in being there. It appears that we will be able to work out a program that will keep both the Midcareerists and the Chiefs of Station group profitably occupied.

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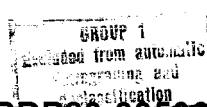
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8. Jim Murphy, whose talk was among those poorly received in Course No. 10, did a markedly better job for Course No. 11. On the theory that everyone is entitled to an "off day" now and then, we believe that there is no reason to be concerned about future presentations on [REDACTED]

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9. It may be true, as some of the Midcareerists speculated, that [REDACTED] merely needs more time in his new job in order to be effective in dis-

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cussing its ramifications. We propose to ask him to speak again for us, at any rate.

10. Although we are pleased to have a competent "back-up" speaker for John Clarke, we prefer the latter to [REDACTED] simply because John is the more dynamic of the two and, consequently, provides a more hard-hitting finale to the time spent at [REDACTED]

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B. Intelligence Community Section

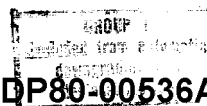
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1. [REDACTED] coverage of DIA was every bit as informative as [REDACTED]. We are indeed fortunate that the responsibility for this talk is in good hands.

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2. We will try to get Pat Coyne back on the schedule to discuss PFIAB for Course No. 12.

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ATTACHMENT A

COMMENTSONOVERALL IMPACT OF PHASE II1. O/DCI Midcareerist

"Part II provided me with my first general briefing on the Agency after some eleven years of service. The range and scope of Agency operations and the difficulty of controlling these activities is apparent. The course tended to pinpoint strengths and weaknesses and should lead to some individual soul searching. All in all it was a fine endeavor and of inestimable value to the individual. I'm glad I had the opportunity to participate."

2. DDP Midcareerists

"On reflection my view is that Part II had a real impact and was most valuable. I believe that having the group at [REDACTED] for the period contributed importantly to the impact for several reasons. For one thing the intimate association of the course members for that period of time produced a candor and stimulated a curiosity about offices other than our own. Secondly, the informal sessions in the evenings produced opinions and observations which would never have come to light in a formal presentation in a classroom. This tendency to candor on the part of the speakers during the evening sessions was a definite product of the relaxed environment. Without doubt, in my own case, I picked up more useful insights into the minds and ideas and personalities of the speakers during these sessions than I would have a much greater exposure to them under more formal circumstances. Finally I feel that [REDACTED] provided the vehicle for stimulating personal relationships to bud, if not flower. I believe strongly that the personal

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contacts thus developed are a useful by-product of the course and that they may redound to the Agency's benefit in the long-run."

"I found Part II of the Midcareer Course to be of exceptional value and would recommend that it be provided to as many officers as possible in the medium-to-senior level of the Agency. Its chief value, I believe, is in the broad exposition of the full scope and dimension of the Agency's operations. It put the Agency's components into perspective for me. The topics covered and the speakers were generally good, authoritative and evocative. Probably the one most consistent feeling that emerged on the part of most of the participants was a desire for more open communication among Agency personnel in the different directorates. I believe this feeling will be put into practice by the participants of this course after they return to their duties and that this will prove to be a reflection of the lasting value of the course."

"On whole I consider Part II good. Of course, the primary value was hearing from other Directorates on their offices and duties. Some of the lectures I thought to be too general. Specific cases or examples always add a lot to understanding. In some cases the individual presentations helped to alleviate this matter, but even so I feel that more from guest speakers would add to the value. The principal value, in my opinion, was intimate exposure to class members from other components."

"Apart from the pleasure of being able to sit back and get a chance to view the wide range of Agency operations, I was struck by the almost universal high quality of the talks. They were not only more candid and more thoughtful than I expected, but their degree of preparation gave this listener the feeling that the speakers were making a conscientious effort to give the class the benefit of their ideas. The informal sessions were particularly enjoyable and profitable. If I have any criticism it is that the very wealth of information is too much to take in. But, of course, this is anything but

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a criticism. On the contrary, it is the chief compliment I have to make."

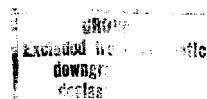
"My reaction as a whole was very favorable. I was particularly impressed with the organization/sequence of the topics."

"Although the quality of the material presented varied greatly with the ability of the individual speaker to hold the attention of his audience and put his point across, the presentations as a whole provided me with new insight into the overall operations of the Agency and served to satisfy a long-held question in my mind: 'What in hell do all these non-DDP bureaucrats do?'"

"I found Part II to be most interesting and useful in that it gave me a much broader and more comprehensive picture of the Agency than I had had before. I found myself very impressed with the scope and nature of Agency responsibilities, which prove to be much larger and more complex than I had suspected. In general, I feel that Part II was presented in a well organized form, well designed to impart maximum information in the limited time available. Speakers were generally high in quality, despite a few attempts at what I felt was 'selling' rather than objective presentation. The major benefit, for me, was to make me aware of the complexities and problems and resources available in components other than my own which will serve to immediately or ultimately make my own individual contribution more effective. Due to the compartmentation which, of necessity exists in the Agency, I feel this course or something similar is a must for the effective education of those of us who do, or shortly are to, exercise leadership within it. In sum, an effective and very worthwhile effort, both for the Agency and for the individual."

"Part II was valuable and interesting and added substantially to my own knowledge of the Intelligence Community. In general the subject matter was competently handled and appropriate. With few exceptions the most valuable moments

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came during the question periods - both in what they revealed in increased knowledge and by what they taught about the character and personality of the speakers. Perhaps the biggest weakness of Part II was its scope. I think more thought should be given to selecting items and areas rather than attempting to cover the whole water-front. Perhaps the assumption is that we know very little about the Agency and the community. While true in part this means that everyone takes a somewhat elementary approach. "

"I thought Part II was stimulating and informative, and I find that it significantly improved my understanding of how the Agency functions. The cross-fertilization -- i.e., the close exposure to what other portions of the Agency do, and especially to some of the persons who do it -- was especially helpful and instructive. The opportunity to get the "big picture," a view from the top from a window much less clouded by need-to-know than usual, has given me an understanding I feel sure I can apply to improve and ease my work in an important way. The contacts in other units of the Agency will also help, of course. One criticism I have is that the speakers, not surprisingly, tended somewhat to be pitch men, to speak positively and to underplay or ignore problems. A few were notably uncandid. "

"Certainly valuable - impact highly variable, dependent on quality of presentations. "

"Highly useful and meaningful information presented in an interesting manner by men who are tops in their field. Part II afforded an over-all understanding and appreciation of the functioning of CIA that would not, I believe, be possible through work experience alone, except at high levels. Wider use of this training technique should go a long way toward developing a team spirit and improving the over-all effectiveness of CIA. Many areas of CIA activity were revealed to me for the first time and other aspects of our work are now much clearer as a result of Part II. Consequently, I believe I can do a more effective job myself as a result of this experience. "

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"Extremely worthwhile and on the whole the speakers were outstanding. In almost all cases the informal evening session were at least as informative as the formal presentation. It is absolutely necessary that part II and if possible part III be held at 'the farm'."

"This portion of the course was extremely beneficial to me in two areas. The first was the shock I received when I realized the tremendous schism that exist between components of this Agency i.e., the lack of communication. What this meant, during the course, was a breaking down of these barriers, a realization that other components, groups and units do hold an important part of the Agency's mission and that other components can really help you. The second was the fact there were many things I was unaware of going on in the Agency. These efforts can help me in any job in the DDP. Other items less important to me were hearing of many staid and key members of our organization as they were confronted by diversified questions, the outlook of the same leadership on different topics, reactions to the same questions by those leaders, a wider knowledge of the workings of the Agency, a new vocabulary, and, last but not least, a wide range of friendships which I hope will last during my remaining years in this Agency."

"A most useful review and up-dating of the Agency which I was very much in need of as a DDP officer with a rather narrow field of activity. I believe the information obtained on other collection activities (particularly the technical ones) will enable me to do a better job as a collector, and as a supervisor. This exposure definitely breaks down at least some of the 'tribal feelings'."

3. DDI Midcareerists

"The information presented by the speakers during Part II was very valuable to me. Much of the information was new, especially that presented by speakers outside my own directorate. I feel that perhaps DDP was overly emphasized and often consisted of interesting narrative rather than

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substantive material. Overall, Part II was most valuable to me as an opportunity to get a better understanding of the functions and problems of many parts of the Agency. This is very important in my own work which involves support to all Agency directorates. I feel that the guest speakers were of significant value in Part II - but the student speakers, [REDACTED] sessions, and just getting to know the students in the class contributed much to making this part of the course valuable."

"There was a terrific amount of material to absorb, and I doubt that I am yet fully aware of the import and ramifications of what I heard. There is no question, nevertheless, that Phase II was a unique opportunity to find out why (more important than how) the Agency's components function as they do. It is probably the most valuable single experience I have had in the Agency."

"I found Part II as a whole stimulating and broadening. It is most gratifying to be exposed in some detail to the workings of other Agency offices the functions of which were hazy despite the years of service."

"Part II was extremely beneficial to me because as a DDI officer I have little opportunity for contacts with the DDP and DDS operations. The setting for the first two weeks is particularly appropriate for promoting close interface among students and guest speakers. The candor of the speakers permitted me to learn more about the organization of the organization of the directorates and subordinate offices than I had been able to piece together in my previous 14 years of service."

"As a whole Part II was excellent. The organization, content, guest lecturers, and candid discussion periods were extremely helpful and should have good, immediate, and long range results for the Agency."

"For the most part I enjoyed the Part II program-

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particularly the students' individual presentations. Many guest speakers were enjoyable and interesting; some were dull and uninteresting. Could not help but feel a strong need of 'professional briefers' within each directorate who could impart the same amount of material to the class in less time. The real value of Part II in my opinion, lies in the student's 'togetherness' both formal and informal. I learned more in these two weeks on activities, attitudes, effectiveness, problems, and professionalism in this vast organization than in the 12 1/2 years of my employment in a compartmented area. My mental perspective on the organization as related to goals, scope, and value, has changed dramatically (and for the better). Parochial points of view tend to diminish during this cross-fertilization period in favor of a general willingness to 'support' rather than to 'compete'. A two week period of extreme value to me."

4. DDS&T Midcareerists

"Part II was a most interesting, informative, and worthwhile experience for me. A 'new look' at the Agency - its problems, material and human resources is very valuable for a midcareerist, who tends to get parochial in his outlook after 10-15 years service. The opportunity to meet and question senior personnel and associate with fellow mid-careerists is also an invaluable experience. The quality of the senior personnel as formal briefers was generally excellent. The subject matter, although extremely varied, was comprehensive and well focused in its presentation. Other aspects of the course, including the [REDACTED] periods, 25X1A the tours, and the DD question period were extremely stimulating and interesting."

"Part II provided me with a fuller appreciation of the total activities of the Agency than I had previously possessed. I realized I had only a sketchy knowledge of the Agency's organization and functions below the Directorate level other than in my own. Both the principal speakers and the students cleared up for me areas of activity I knew existed but could not precisely identify with a given component. It is only in

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a seminar of this nature that a person can gauge the scope and depth of an organizations capabilities and workings. The across-the-board treatment of all components gives insight on how the various divisions interrrdate, where responsibilities lie, and avenues of communication to help get a job done. I feel that the frank and candid discussions in Part II did much to break down Directorate 'tribalism', and, pursued further, should provide opportunity for discourse and exchange of ideas between the participants. The chief value to me has been the opportunity to meet contemporaries from other parts of the Agency. I feel that now I have points of contact where I can go for help in problems should the need arise."

"Part II was an excellent opportunity to find out what the Agency looks like in all its many facets. The scope and quality of the presentations were outstanding and a great deal of very useful information was imparted. The opportunity to question the speakers closely afforded a good chance for stimulating discussions."

5. DDS Midcareerists

"I thought this phase of the course was highly informative, well organized, and extremely interesting. Although I have been in the organization more than 15 years, this was the first time I have had the opportunity of viewing it in depth and seeing how the various parts mesh together. The functions of the DDI components have always been presented in a minor role, little publicity was given them, and over the years I almost forgot their existence. And I never did know what role the DDS&T played. As a result of the presentations, I feel I have a much broader perspective of the organization and a deeper appreciation of the responsibilities of the individual components."

"Part II as a whole is considered to be informative. However it is somewhat drawn out. From a total value standpoint the association with and understanding of the problems of the various students was the most rewarding aspect

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of Part II. "

"Since this was my first real exposure to the workings of the various Agency components. I was favorably impressed. The complete coverage of component functions concentrated into a two-week period enables one to grasp the significant relationship of each group to the overall Agency function. "

"My major reaction to the over-all effect and value of Part II consists primarily of the fact that vague impressions of general activities of Agency components were crystalized by the presentation of specific descriptions, facts, and data. Vague impressions were therefore connected to a fairly clear and specific understanding of the activities, goals, and relationships of major components as well as sub-components of the Agency. The formal deliveries by guest speakers were multiplied in meaning and value through use of the question/answer periods and student presentations. "

"As a whole, Part II was extremely informative about the Agency. This Part II should be a must for such a course composed of personnel from all components of the Agency. It was obvious that many misgivings about various component functions were eliminated. The result was increased interplay among students and more pointed questioning of guest speakers. I believe Part II is the foundation and is vital to the success of this course. Part II I believe brought greater understanding of component functions to the class for digestion, discussion and settlement. "

"As a whole, the training has been most informative, stimulating and meaningful. The guest speakers, with rare exceptions, came well prepared and answered questions fully and honestly. The evening sessions at [REDACTED] were in my judgement, penetrating and interesting. The speakers as well as the students 'loosened up' in these sessions and accordingly, there was lively interplay. Also, having the speakers available after the regular evening meetings, presented opportunities to pursue further questions with them. For me, this has been a most rewarding professional experience. "

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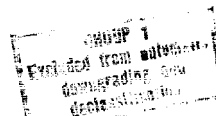
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"I found Part II in general to be extremely interesting and informative. Each speaker added a little more, and in some cases considerably more, to the knowledge I already had about the Agency. The informal sessions in the evening enabled the guest speakers to be quite candid in their responses to questions. Free exchange continued for the most part unabated. There were very few instances where a speaker felt compelled to 'withhold' information because of the sensitive nature of the topic. The student talks, although somewhat redundant, served to identify where the employee worked and how he might be a valuable contact in the future. I feel that I've gained a considerable insight in depth as to the nature and mission of the Agency which gives me a better perspective of where I fit in the whole picture."

"It proved to be very informative as well as interesting. It greatly increased my appreciation of the Agency's functions, make up and general capabilities. Further, it will be helpful in guiding my actions, to a degree, and it will assist in knowing where to go for help. A very worthwhile program."

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MIDCAREER COURSE NO. 11

COURSE REPORT

Phase III - The U.S. Government and World Affairs

I. Planned Changes from Prior Course

A. Speakers and Topics

1. Once again we tried to get Professor Henry Kissinger to speak on "Contemporary Strategic Concepts" at the start of Phase III, and once again we were unsuccessful. We held open a spot later in the schedule with the hope that Professor Kissinger might be able to appear but he simply could not make it.
2. Our efforts to have Dr. Isaiah Frank of SAIS discuss economic matters were to no avail because he had to attend a conference in Europe. We asked Mr. Lawrence Krause of Brookings to speak for us again and he agreed.
3. We wanted to organize a block of material on Counter-insurgency but failed completely for the following reasons.
 - a. [REDACTED] had a full schedule so could not come to Washington.
 - b. General Peers received a new assignment several days before we had planned to speak with him.
 - c. Mr. George Tanham of RAND Corporation did not get back from a trip to Southeast Asia in time to keep his tentative date with us.

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d. Mr. [REDACTED] was not in Washington during the period when we could have put him on the schedule.

e. Mr. [REDACTED] FE Division, was in Saigon on a TDY assignment.

4. Mr. Eugene McAuliffe, Director, NATO and Atlantic Political-Military Affairs, was unable to accept our invitation to speak but recommended that we ask Mr. Jacob Myerson. We did so and Mr. Myerson accepted.

5. Mr. William Handley, Deputy Assistant Secretary for Near Eastern and South Asian Affairs, agreed to discuss the problems of that area for us, but he came down with the flu. We were most pleased to have with us for the first time another Deputy Assistant Secretary, Mr. Stuart Rockwell.

6. In an effort to up-grade the talks on the Military Threat of the Soviet Union and of China, we replaced the DIA briefers with two Agency officers, Mr. [REDACTED].

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7. The talk on U.S. Military Capabilities was omitted because, knowing that we were going to visit SAC Headquarters, we were aware that much of the material would be covered by SAC briefers.

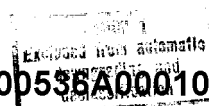
8. As Congress was quite busy with a few of its own problems we were unable to secure a suitable speaker from either the House or the Senate.

9. The field trip included a day at SAC Headquarters, a day and a half at the George C. Marshall Space Flight Center at Huntsville, Alabama, and a day at Cape Kennedy.

10. Perhaps our most resounding success in Phase III was achieved when we enticed [REDACTED] away from New York to give the final address.

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II. Significant Developments

A. Substitutions and Deletions

1. By the time we received final word from Professor Kissinger it was too late in the game to make a tactful request to have Mr. David Bronheim come to discuss The Alliance for Progress, so we regretfully omitted that topic.
2. Inasmuch as we had several open spots on the schedule we were able to have Howard Osborn and John Tietjen give their talks which had been cancelled because of snow during Phase II.
3. In order to avoid having on our hands an afternoon with no program, we arranged a briefing on Soviet and Chinese chemical warfare capabilities. Frank [REDACTED] of DDS&T were more than willing to help us out.
4. Snow in New York forced [REDACTED] to be two hours late in arriving in Washington. Fortunately, [REDACTED] was able to rearrange his schedule and speak for us in the morning rather than the afternoon. When [REDACTED] finally arrived we made arrangements for him to spend the afternoon rather than the morning with us.

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B. Field Trip

1. It took us a while to get this one organized. SAC gave us the green light for a Monday visit so we proceeded to set up Tuesday/Wednesday at Huntsville and Thursday at Cape Kennedy. SAC then informed us that they were planning an exercise for Monday and couldn't take us until Thursday. We eventually received word from NASA that Cape Kennedy could take care of us on Monday, so we relaxed. Exactly thirty minutes later SAC called

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again to say that the exercise would be on Thursday, so we would have to arrive on Monday as originally planned! Back we went to NASA and were fortunate enough to be able to change the visit to Cape Kennedy once again. This time the arrangements remained arranged.

2. Messrs. [REDACTED] of QTR 25X1A
accompanied us on this trip.

III. Summary of Critiques

A. Overall Impact of Phase III

Most of the students found that Phase III left something to be desired and, because they were conscientious about stating why they thought so and in suggesting what ought to be done, they produced too many words to render verbatim comments very meaningful. In essence, the Midcareerists felt that there was a noticeable "let-down" after the intense pace at [REDACTED] that the Glebe Road facilities had a deadening effect; that the Phase was somewhat lacking in balance and coherence; that the speakers from the State Department gave pedestrian and not particularly informative talks, and that, in general, Phase III was the least rewarding segment of the course. There were individual parts of the Phase which were obviously exceptions to the general impression, notably the talks by [REDACTED]

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the field trip. Furthermore, despite the critical observations, there was agreement that the basic idea behind Phase III is sound and that what is needed is some better speakers and a general "tightening" of the schedule.

B. Marginal Items

Eight items were mentioned at least once as being marginal. Heading the list was the economic coverage by Larry Krause with seven citations, no two reasons being the same. Of some interest, however, is the very favorable

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observation by one student who said, "Very good professional presentation. Speaker gave a rather technical and dry subject a disciplined and comprehensive treatment which clarified some questions in my mind. Don't see how this topic - which deserves attention - could have been handled better." The talks on Soviet and Chinese chemical warfare capabilities were cited five times, primarily for the excessive time given the topics. Dr. Tietjen's talk was considered marginal by four students because it failed to focus directly on Agency problems and the specific capabilities of the Office of Medical Services. The other five topics are not discussed here because they were mentioned only once or twice.

C. Guest Speaker Presentations

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1. The Limits of American Foreign Policy - [REDACTED]

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The students were unanimous in their praise of Dr. [REDACTED] presentation. Eighteen reported it as "outstanding" or "excellent", while the balance rated it variously as "very good", "well presented" and "very interesting". One student felt that this presentation should "lead off Phase III of each course". As a speaker, [REDACTED] was considered provocative, skillful, humorous and a pleasure to listen to. Nine students rated him as one of the best speakers of Phase III and a definite asset to the program.

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2. Considerations in the Use of Economic Power -
Lawrence B. Krause

Twenty of the students who critiqued this presentation felt that it ranged from "good" to "excellent". Adverse comments noted that the subject matter was too complicated and dry. The most numerous suggestions for improvement pointed out that the scope of the talk could be broadened and that Mr. Krause should be allotted more time.

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3. Developments in Soviet Foreign Policy -
[REDACTED]

The students almost unanimously rated this presentation highly with twelve considering it "excellent". One student thought this was "One of the best talks we had; a useful discussion, well-organized, lucid and interesting". There was only one dissenter who thought the lecture was "fuzzy and disjointed" but agreed that Mr. [REDACTED] expert handling of the question period helped to "refine the focus of the lecture".

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4. Internal Political Developments in the USSR -
[REDACTED]

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[REDACTED] was recognized as an expert in his field by the majority of the students who were of the opinion that he made a "very good" to "excellent" presentation. "One of the best presentations in Phase III" and "one of the most original thinkers to speak to us" were the candid opinions of two others. On the negative side, four students felt that either the subject matter was too complex or that the lecture could have been handled just as well by an expert from the Washington area.

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5. The Military Threat of the USSR - [REDACTED]

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[REDACTED], in his first talk for Midcareerists, did a fine job. The students almost unanimously rated his presentation from "excellent" to "good". One student felt that this was "One of the really fine, outstanding lectures". Other favorable comments included "excellent speaker", "fine coverage" and exceptional visual aids". The two students who commented differently thought the presentation was "repetitive" and "not particularly inspiring".

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6. The Role of ISA - Justin E. O'Donnell

Two-thirds of the students complimented Mr. O'Donnell for his forthright, intelligent coverage of ISA. Particularly noted was his clarity, sincerity, and frankness, especially in responding to students' questions. The several who reacted negatively thought that the subject matter itself was "dull" or "not inspiring". Three students felt that the topic itself had only minor Agency interest.

7. Security Considerations in Accomplishing the Agency's Mission - Howard Osborn

Twenty-five of the twenty-eight students thought that Mr. Osborn did a very good job in discussing the Agency's security program. They were particularly impressed with his recounting of a number of case histories which helped to describe more fully the types of security problems the Agency faces. The majority felt that he was a very good speaker; that he was sincere and honest, and that he answered students' questions thoroughly and candidly. The three negative comments criticized the speaker for reading part of his speech and not having organized his presentation along different lines.

8. Soviet and Chinese Chemical Warfare Capabilities -

[REDACTED]

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This presentation drew mixed reactions from the Midcareerists. While thirteen of the students felt that the presentation rated "very good", "interesting and informative", or "good", eight others thought it was only "fair" or "of moderate interest". Fourteen thought the subject matter was marginal; the time allotted was too long, or that it was not essential to the Course.

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9. Health Considerations in an Unusual Work Environment - Dr. John R. Tietjen

Twenty of the twenty-seven students who commented thought that Dr. Tietjen's presentation was very effective. They particularly liked the case history approach and thought it added considerably to making the lecture stimulating and thought-provoking. On the other hand, a few students felt that the subject matter and some of the psychological judgments were not appropriate to the course. Two of the critiques reflected that the writers found the talk unsatisfactory.

10. The Atlantic Community: Political and Military Developments - Jacob M. Myerson

This was Mr. Myerson's first appearance. Interestingly enough, before he went to the podium, Mr. Myerson asked if he could keep the lecture brief and allow more time for the students' questions. He pointed out that he had just returned from a NATO conference and that the students might appreciate some "off the cuff" remarks. Although the students were advised of this, they, as one commented, "let him down by holding back on the questions!" Nevertheless, over half of the students thought the speaker was quite capable and effectively presented a well-prepared, though brief, lecture on NATO. In addition, the majority felt that during the question period the speaker proved to be quite knowledgeable, candid, and enlightening. On the negative side, fourteen students felt that the presentation was "dull" or "fair"; while five questioned the value of the topic itself.

11. Problems of the Near East and South Asia - Stuart Rockwell

In his first appearance Mr. Rockwell, according to some of the Midcareerists committed a speaker's

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cardinal sin by reading a great deal of someone else's prepared speech. Nevertheless, about half of the students felt that he did a "good" to "excellent" job. The balance thought the presentation was either "fair" or "dull". However, the majority of students remarked that during the question and answer period Mr. Rockwell was able to recoup. In answering their questions he was extremely candid. One student commented that this particular part of the session was "the most lively question period in Phase III".

12. Africa - Problems and Prospects - Fred L. Hadsel

Twenty of the twenty-six students who commented on this presentation described it as "excellent", "very good", "interesting and informative" and "good". Two students' comments are probably reflective of the group's thinking. The talk was described as "a serious, comprehensive review of serious problem areas" which was "very well fleshed out with facts". The majority also felt that Mr. Hadsel was a knowledgeable and effective speaker who "was willing to take a position". On the negative side, six students thought that this presentation was only mediocre.

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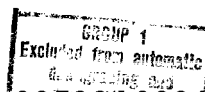
13. Communist China in Historical Perspective -
[REDACTED]

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[REDACTED] did it again! Thirty-one of the students rated his presentation as "excellent", "outstanding", or "one of the best of Phase III - or the course". The other student mildly commented, "very worthwhile". One student's remarks are indicative of [REDACTED] impact on the class: "The highlight of Phase III -- one of the best talks on China I ever heard -- his understanding of his subject is exceeded only by his presentation ability".

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14. The Military Threat of Communist China -

[REDACTED]

This was the first appearance of Mr. [REDACTED] before a Midcareer Course. The class was unanimous in its opinion that the talk was expertly given. "Excellent" and "very good" appeared in the comments with noticeable frequency. The substance of the talk was considered interesting and useful. Mr. [REDACTED] unusual, rapid-fire delivery attracted both praise and criticism from some of the students. For example, one person commented, "covered a lot of ground with his machine gun delivery", and another said, "the staccato delivery was hard to keep up with."

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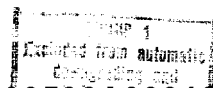
15. Major Issues for the United Nations - William A. Gleysteen

In the final analysis, this was not considered a particularly interesting subject by the class. Although half of the group rated this presentation from "adequate" to "very good", with a few indicating that it had been presented in a scholarly fashion, the rest felt that the topic itself was "dull" or "unimpressive". Several students believed that the speaker was not vigorous or dynamic enough to stimulate class interest. On the other hand, one student felt that Mr. Gleysteen was "one of the better State Department speakers".

D. Field Trip

The impact of the trip was extremely high. Among the laudatory comments were quite a few which reflected appreciation for the opportunity to get a first-hand view of governmental programs of vast magnitude and importance, and to see some of the uses to which intelligence is put. The trip was considered impressive, worthwhile, and an excellent conclusion to the course.

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SAC Headquarters

Almost all of the critiques were written in terms of high approbation. The briefing in the Underground Command Post was clearly the most impressive of all to the majority of the Midcareerists. Five students felt that the various uses of computers were overstressed, and two others viewed the day's briefings as interesting but too "pat". One student, whose reactions were markedly different from everyone else's, commented, "The only thing worthwhile was the War Room (sic)." Another student from the same Directorate observed, "Fine, don't change anything."

NASA - Huntsville

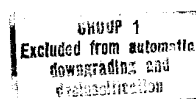
The consensus was that a day and a half at Huntsville was one-half day too long. The critiques revealed that the briefings on the historical development of rockets and missiles, forecasting of development trends through advanced studies, the tours of the Saturn static test facilities, and the Space Museum were all excellent. However, several tours of research laboratories were made practically meaningless either because the groups were too large to be accommodated or because the tour leaders were not able to explain the specific research programs in sufficient depth to be really appreciated by the Midcareerists. The group's general recommendation was that future trips should be limited to one full day.

Cape Kennedy

The visit to Cape Kennedy was considered the most dynamic and impressive part of the field trip. Five students felt that it was, in fact, the "high point" of the trip, and twenty-three others described it as "excellent", "strong" or "very good". The consensus was that both NASA and the Air Force had excellent, enthusiastic briefers and that the whole program was extremely well organized and dramatically impressive, all of which made for a

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fitting climax to the trip. The group was duly appreciative of the unexpected opportunity to see a test firing of a Polaris missile. Nine students suggested that more time be devoted to this visit, but one Midcareerist thought that only the Polaris firing and the Vertical Assembly Building were worthwhile and that "the rest just dragged."

IV. Staff Comment and Recommendations

A. General

Our immediate needs are obvious: better speakers for some of the topics and better luck in signing up the speakers we know are good.

B. Specific

1. As we have said before, it isn't so much the speaker who is at fault in discussing economic matters as it is the nature of the topic itself. It is a foregone conclusion that some students will find the topic over their heads no matter who gives the talk. We propose to have Larry Krause do the job again for the next course.
2. We will ask David Bronheim (who, incidentally, recently received an Arthur Fleming Award) to visit us again to discuss the Alliance for Progress.
3. We want to try again to get [REDACTED] on the schedule to speak about Counterinsurgency.
4. We hope to have [REDACTED] appear to discuss the problems of various activities in Vietnam.
5. [REDACTED] will be invited to address the next group if he is in the immediate area.
6. [REDACTED] of the Legislative Counsel's Office has been asked to invite a Congressman to speak to the next course.

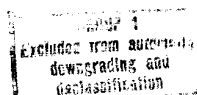
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7. We will try to have Robert Bowie, Counselor of the State Department, as our major speaker for the final day of the course.
8. Our field trip for Course #12 will include SAC Headquarters, the missile installations controlled by Warren AFB, Cheyenne, and NORAD Headquarters.

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